

Word Parts: Base Words, Prefixes, Suffixes, and Roots

STUDENT OBJECTIVES

- Identify word parts, including base words, prefixes, suffixes, and roots
- Analyze word meaning, using word parts
- Form words by combining word parts

RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, pp. 5–6
- **Practice Worksheets**, Levels A and B, pp. 7–8
- **Reteaching Worksheet**, p. 9

Teach

- 1. Introducing Word Parts:** Ask students what the base of a building and the roots of a tree have in common. (*Sample: bases and roots anchor buildings and trees to the ground.*) Explain that, similarly, a **base word or root**, anchors or holds a word's meaning, that is it forms the basis for the rest of the word's meaning. Point out that **prefixes or suffixes**, attached in front of or at the end of the base or root word, alter the basic definition.
- 2. Teaching Word Parts:** Distribute the **Lesson Summary** and preview the **Academic Vocabulary**. Then review the steps in the **Here's How** that show how to identify word parts and combine them to form different words.

- Next, write the following list of words based on one root on the board.

EXAMPLES: ONE ROOT

spectacle: a notable sight

inspect: to examine

respect: to show consideration for

expectation: a looking forward to

- Ask: What word part is the same in all four words? (*spect*)
- Explain that *-spect-* is a **root** because it cannot stand alone and be meaningful. It needs a prefix or suffix or both to make sense. A word such as *view*, on the other hand, is a **base word** because it makes sense by itself.
- Write the following list on the board and ask students to categorize them as base words or roots.

EXAMPLES: ROOTS AND BASE WORDS

sleep spect voc ject send prend

(**Base words:** *sleep, send*; **Roots:** *-ject-, -spect-, -voc-, -prend-*)

- Ask students to find the **prefixes**, word parts that come in front of, for the root *-spect-* in the “One Root” example list. (*in-, re-, ex-*).
- Finally ask students to find the **suffixes**, word parts that come after the root in the “One Root” example list. (*-acle, -ation*)

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3. Guided Practice: Review the **Here's How** steps in the **Lesson Summary**. Then guide students to apply the steps to specific examples, offering pointers, as follows.

- **Base Word vs. Root:** Stress that it may be easy to confuse a word part with an actual word. Point out that context can help determine which is correct. Give the example *thermometer*, and the word part “m-e-t-e-r.” Ask students to give a working definition. (Sample: *an instrument for measuring heat*.) Ask whether “m-e-t-e-r” in *thermometer* is the base word *meter*, meaning “rhythm,” or the suffix *-meter*, meaning “measuring device.” (suffix, *-meter*) Then ask: What word part is the root or basis for meaning in *thermometer*? (*thermo-*) What **might** the word part’s meaning be? (Sample: *heat*)
- **Prefixes and Suffixes:** Stress that a prefix, a suffix, or both, or **two** prefixes, or **two** suffixes or any combination may be added to a base word or root. Ask students to identify first the prefixes and then suffixes shown in the box in **Step 2**. (Prefixes: *non-, pro-, inter-*; Suffixes: *-less, -or, -ion*) Then ask each student to form a word by combining word parts shown on the chart. The word, however, should not already be listed (Samples: *sensor, projection*)
- **Confusing Letter Combinations:** Caution students that *inchworm* does not include the prefix *in-*, and *bible* does not include the suffix *-ible*. Stress that in order to be a suffix or a prefix, a word part must carry its own meaning related to the word. Ask students to suggest some word parts that might have different meanings standing on their own as a word. (Samples: *or, ion, con*) Emphasize, too, that spelling of base words and word parts often changes as parts are combined.
- **Parts of Speech:** Write these examples on the board to show how certain suffixes can change a word’s part of speech. Ask volunteers to give the part of speech for the underlined word. Have another volunteer tell the base word and the suffix.

EXAMPLE I like to read.

The book is readable.

(verb, adjective; read + *-able*)

- **Creating Words:** Give students the following word parts, listing them on the board. Ask students to work in pairs to create as many words as possible from them. Encourage them to check their answers in a dictionary.

EXAMPLE	Prefix	Root / Base	Suffix
	<i>de-</i>	<div>port</div>	<i>-er, -or</i>
	<i>com-, con-</i>	<div>serve</div>	<i>-ible, able</i>
	<i>re-</i>	<div>pose</div>	<i>-ion, -ition, -ation</i>

(Samples: *deport, deserve, depose, comport, conserve, compose, report, reserve, repose, deportable, reporter, deportation, conservation, reposition*)

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QUICK CHECK. Ask students to add various word parts to the base word *produce* to form at least **five** new words. (*Samples: production, producible, productive, reproduce, reproducer, reproduction, reproductive, reproducible, producer, preproduction.*)

Practice and Apply

Activities involving word parts: base words, prefixes, suffixes, roots appear on pp. 7–8.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

Answer Key: Practice Worksheet A

1. *im-pass-able*
2. *worth-less*
3. *trans-continent-al*
4. *kitchen*
5. *pre-judge*
6. *in-finite*
7. *sample: insane*
8. *sample: preserve*
9. *sample: transformation*
10. *sample: conformity*

Sample Answers: Practice Worksheet B

1. *disbelieve*
2. *imbalance*
3. *devalue*
4. *preview*
5. *replaceable*
6. *deport*
7. *conjecture*
8. *reporter*
9. *rejection*
10. *reservation*

Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should answer at least eight items correctly.
- **Practice Worksheet B:** Students should answer at least eight items correctly.

For students who need reteaching, review the **Lesson Summary**. Guide students to work in pairs to create as many words as possible from the words in the chart on the **Lesson Summary**. Model two or three examples. Next, have them trade lists with another set of

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partners to analyze the meanings of each word on each other's lists. Model using a dictionary to check the work. Then have students complete the **Reteaching Worksheet**, p. 9.

Answer Key: Reteaching Worksheet

1. *forehead*
2. *prewashed*
3. *incomplete*
4. *revisit*
5. *unhealthy*
6. *bloody*
7. *heartless*
8. *farmer*
9. *fearful*
10. *financial*